



THE HART
SCHOOL

Year 7 Revision Booklet February 2026

Name:

Tutor group:



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Content List



**THE HART
SCHOOL**

Subject	Pages
Introduction	3
Study Skills	4-11
Art	12-13
Computing	14
Dance	15-16
Drama	17-19
English	20-21
Food Technology	22-24
History	25-26
Maths	27-28
Music	29-30
PE	31-32
PSHE	33
RE	34-35
Science	36-37
Spanish	38-39

Introduction



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Dear Parents / Carers

Year 7 Assessments

I am writing to make you aware of our first round of formal assessments for students in Year 7 which will take place during the week beginning **Monday 9th March**. This round of formal assessments is exceptionally important, and it is crucial that your child revises for these and takes them seriously.

Formal assessments are a way for teachers to identify what students are able to do and, more importantly, any gaps in their learning. This allows our teachers to work with students to ensure that any learning gaps are addressed.

Students will have an assembly on **Monday 26th February** to explain how assessment week will work, go through the timetable and reiterate the importance of working hard for these. Following this assembly, students will have tutor sessions in which they learn various different study skills to support them with their revision.

We would be grateful if you could please speak to your child about these important assessments, encouraging them to complete all of their homework and take the time to revise, enabling them to perform well and achieve marks of which they can be proud.

Yours faithfully,

Liam Hallam
Lead Practitioner for Assessments

Study skills - 1

Improved note-taking – using headings, colour coding, summarising

Activity 1

How do you take effective notes? What does this look like?

Activity 2

Step 1 – Identify the key ideas

Step 2 – Make 5 bullet point notes.

Medieval England (c. 1066–1500) was a time of big changes in power, society, and everyday life. After William the Conqueror won the Battle of Hastings in 1066, he introduced the feudal system, where the king gave land to nobles in return for loyalty, and peasants farmed the land. Most people lived in small villages and worked as farmers, while towns slowly grew with markets and craftsmen. The Church was extremely powerful, influencing education, laws, and daily routines. Life could be hard, especially during events like the Black Death in 1348, which killed millions and caused major social changes. By the end of the medieval period, England had experienced wars, rebellions, and the rise of stronger kings, shaping the country's future.

Study skills - 1



Use the space on this page to complete your notes from activity 2.

Study skills - 2

Asking for help

Task 1: Read the scenarios and sort each one into one of the three categories:

- A. Ask for Help Immediately
- B. Try First, Then Ask
- C. Can Solve Independently

Write the correct letter (A, B or C) in the box beside each scenario.

No.	Scenario	Category (A, B or C)
1	You feel really confused and don't understand any part of the task.	
2	You were absent last lesson and have no idea what to do.	
3	You feel worried or overwhelmed and can't concentrate.	
4	Your Chromebook/iPad won't log in, and you can't access the work.	
5	You can't remember a keyword, but it's written in your book.	
6	You can't remember the steps, but the instructions are on the board.	
7	You've tried a question twice and still don't get it.	
8	You missed one small detail and can reread the question.	
9	You forgot your pen, but there are spares in the equipment tray.	
10	You've watched a revision video but still don't fully understand the topic.	
11	You can't find the revision website link.	
12	You want to check a fact that's on your knowledge organiser.	
13	You understand the topic but don't know how to revise for it.	
14	You finished early and don't know what to do next.	

Study skills - 2



Asking for help

Task 2: Choose 2 scenarios you put in “A – Ask for Help Immediately”

Explain why it’s important to ask for help in those situations.

1.Scenario number: _____

Why I should ask for help:

2.Scenario number: _____

Why I should ask for help:

Task 3: Choose 1 scenario you put in “C – Can Solve Independently”

Explain what you would do without asking the teacher.

Scenario number: _____

What I would do:

Study skills - 3

Time management basics

Activity 1

Sort the following tasks into one of the following categories:

- Urgent & Important
- Important but Not Urgent
- Less Important
- Wellbeing/Breaks

1. Maths homework due tomorrow
2. English project due in two weeks
3. Science quiz on Friday
4. Finish reading a chapter for tomorrow's lesson
5. Revision for an assessment happening next week
6. One hour of screen-free wellbeing time (walk, reading, hobbies)
7. 20-minute break to rest and reset between tasks
8. Help with a household chore this evening
9. Texting friends / scrolling on social media
10. Football / dance / after-school club practice tonight

Urgent and important	Important but not urgent	Less important	Wellbeing/ breaks

Study skills - 3



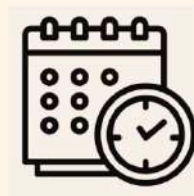
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Activity 2

To help us with organising our time effectively, we can use revision timetables. These can be built to work alongside our commitments and current schedules.

Using the blank timetable, complete a revision plan. You must include:

- 5 homework slots
- 5 revision slots
- Hobby slots
- Wellbeing/Breaks



	Monday	Tuesday	Wednesday	Thursday	Friday
4-5pm					
5-6pm					
6-7pm					
7-8pm					
8-9pm					

Study skills - 4



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Self-awareness

Activity 1

Which subjects/topics do you feel confident with at the moment?
Which ones are more of a struggle for you?

Confident	Struggle

Activity 2

Use the checklist of subjects that you will have assessments in and RAG rate them.

Red	Don't understand this yet
Amber	Some understanding
Green	Confident



Subject	Rating
English	
Maths	
Science	
History	
Geography	
Drama	
Dance	
Music	
IT	
PSHE	
RE	
Spanish	
PE	

Study skills - 4



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Self-awareness

Activity 3

Create some SMART targets based on the subjects you have rated as red first.

Subject	Action plan

For this assessment you will be tested on applying Tone to create a 3D effect. This will require skills you have learnt and built upon in year 7 Art. The formal elements in art are used to create your study. You will need to think about tone and texture to successfully complete your assessment.

The Formal Elements

This is a phrase used to describe things we can see (visual) or touch (tactile) in a work of art, such as:

Colour
Colour can be divided into primary, secondary and complementary colours, mixed to make realistic colours and shadows.

Tone
Tone shows lightness and darkness, and is often used to create a 3D effect.

Line
Line is a mark, straight or curved, broken or continuous, thick or thin.

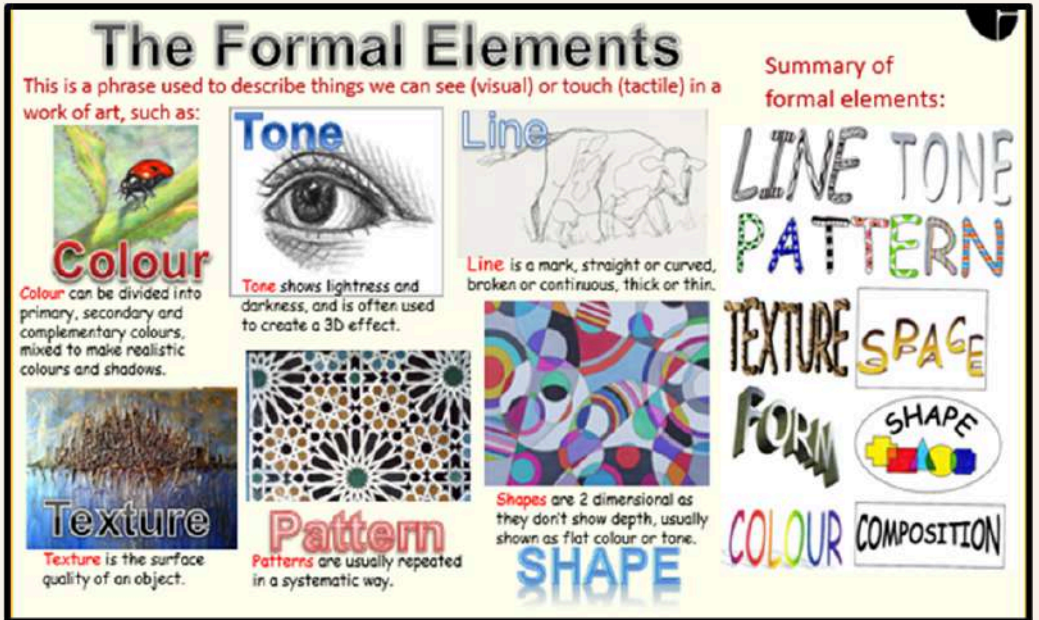
Texture
Texture is the surface quality of an object.

Pattern
Patterns are usually repeated in a systematic way.

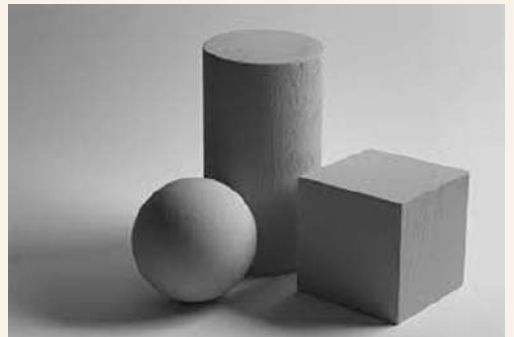
Shape
Shapes are 2 dimensional as they don't show depth, usually shown as flat colour or tone.

Summary of formal elements:

LINE TONE
PATTERN
TEXTURE SPACE
FORM SHAPE
COLOUR COMPOSITION

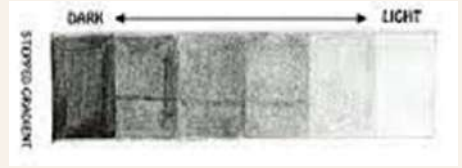


You may wish to spend some time practicing drawing these shapes and copying the tones applied to make the shapes 3D before your exam.

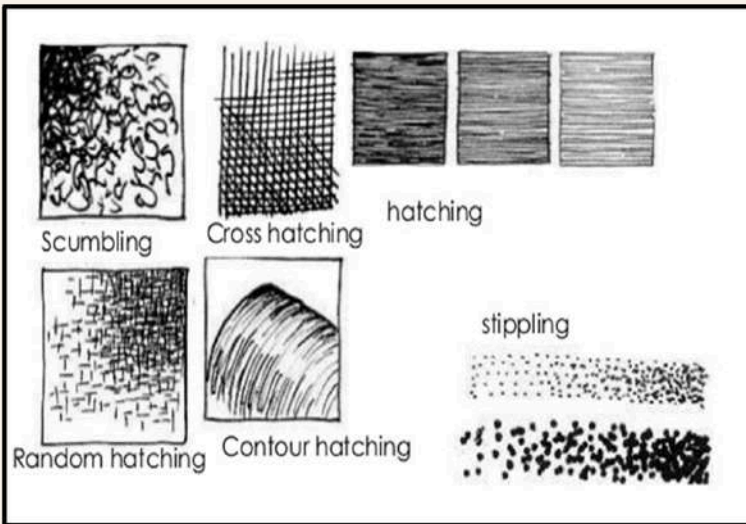


Art

You could also practice these tonal gradients and mark making techniques so that when you apply tone to your assessment study, you know how to create dark to light tones.



In art, tone refers to the lightness or darkness of a colour, ranging from white to black. Tone is used to create depth, form, atmosphere, and focus by mimicking how light falls on objects, creating highlights and shadows. Artists use tone to achieve realism (three-dimensionality), evoke mood (drama, calm), guide the viewer's eye, and to add contrast.



Keep looking at the image provided to draw from to help you create an accurate study. Apply tone by applying more pressure to create darker sections and less pressure for lighter tones, if you are unsure practice on the top of your sheet before applying it to your drawing. You could use mark making techniques, for example contour hatching or stippling etc to create texture (how the item would feel) to help make your drawing look more realistic. The aim is to do your best drawing that is accurate, similar in tone and looks 3D.

Computing

Using Technology Safely (E-Safety)

- Never share personal information (address, phone number, passwords, school, location).
- Use strong passwords with capital letters, numbers, and symbols.
- Do not talk to strangers online.
- Block and report anyone who makes you uncomfortable.
- Be careful before clicking links – check the sender first.
- Everything you post online leaves a digital footprint.
- Think before you post – would you want a teacher or parent to see it?
- Tell a trusted adult if something goes wrong and save evidence such as screenshots.

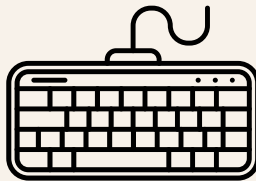


Communicating Respectfully (Email + Feedback)

- Use polite greetings such as "Dear..."
- Use a clear subject line.
- Write in full sentences with correct spelling and grammar.
 - End politely – “Kind regards,” “Yours sincerely,”
 - CC sends a copy to extra people.
 - Reply All sends your reply to everyone in the chain.
- Good feedback should be helpful, specific, kind, and constructive.

Keyboard Shortcuts

- CTRL + C – Copy
- CTRL + V – Paste
- CTRL + Z – Undo
- CTRL + A – Select All
- CTRL + S – Save



Planning & Designing a PowerPoint

- Decide on your main message before creating slides.
 - Plan the order of your slides.
 - Keep slides simple – no large paragraphs.
- Use headings, bullet points, and relevant images.
 - Use large, clear text.
 - Avoid too many colours or animations.
- Slide Master keeps theme, layout, and fonts consistent.

Dance



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Your Year 7 assessment will focus on the topics of Choreographic Devices and Devising.

Styles – Street Dance and Devising.

This will be split into two parts:

Written assessment (Multiple choice paper -45 minutes – computer-based)

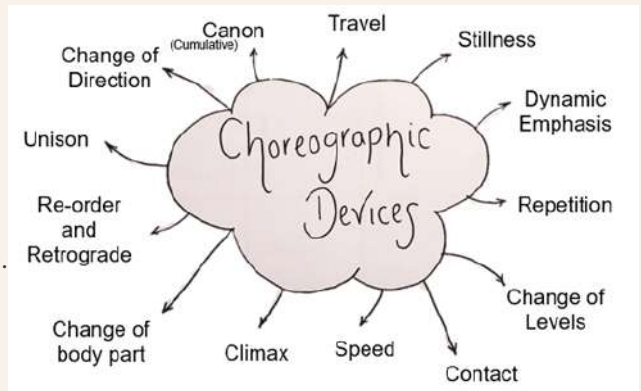
Practical assessment (Devised performance to be completed during lesson time)

- You will be assessed on your knowledge and understanding of choreographic devices, purpose, devising and stimuli.

You will be assessed on your practical work through performing a devised piece of choreography. You will devise your piece of choreography from a stimulus, being assessed on how your initial ideas turn into a dance piece, understanding key elements such as target audience, purpose and applying choreographic devices to develop your performance work.

Checklist of Revision Topics

- Performance skills – Facial expression, eyeline and gestures.
- Choreographic Devices – Unison, canon, formation, dynamic emphasis, levels, travel, contact and repetition.
- Street Dance style – Contrast in dynamics (fast/slow and sharp/smooth), style and flare, relaxed style.
- Devising – Stimulus, discussion, planning, purpose and target audience



Key Vocabulary

Dance, choreography, devising, stimulus, stimuli, purpose, choreographic devices, unison, canon, travel, repetition, contact, climax, levels, change of body part, retrograde, stillness, street dance, dynamic emphasis, formation.



Quiz



BBC bitesize
choreography



Street dance
masterclass

Creating a Dance Motif

A motif is the main, often recurring theme or element in a movement sequence.

When creating a dance motif always consider:

ACTION

SPACE

DYNAMICS

RELATIONSHIPS

Motifs can be created through the use of 5 basic actions:

1

TRAVELLING

Includes stepping, transferring body weight and sliding.



2

JUMPING

There are various ways of jumping: 2 feet to 2 feet, 2 feet to 1 foot etc.



3

TURNS

1/4, 1/2, 1/3 or full turns. Turns can be performed as a jump.



4

GESTURES

A body movement that portrays a concept or mood.



5

STILLNESS

A motionless pose during the dance sequence.

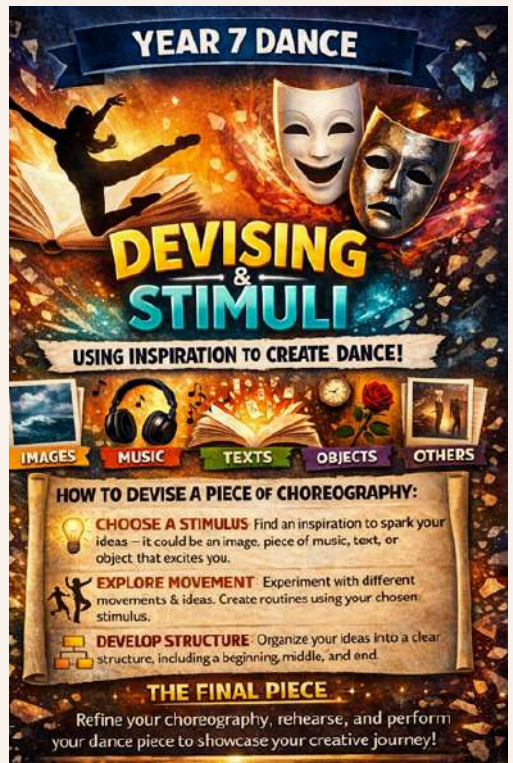


All of the above actions can be repeated and varied using different levels, speeds, dynamics and body parts.

A dance phrase is made by developing and combining motifs.

Remember

To add to the effect of the finished dance, incorporate appropriate and complementary accompaniment, set, props & lighting and costumes.



Written Assessment Tips:

- Read each question carefully before answering.
- Take your time and think through your responses.
- If you're unsure of an answer, make an educated guess – don't leave any questions blank.
- Watch any provided videos more than once to fully understand the content before responding.

Practical Assessment Tips:

- Use your rehearsal time wisely – plan and manage your time effectively.
- Work collaboratively by listening to and giving respectful feedback to your peers.
- Make sure your performance includes all the success criteria.

If you make a mistake during your performance, keep going – don't stop.

Drama

Your Year 7 assessment will focus on the topics of Drama skills and techniques (creating characters and devising using techniques), Styles – Musical theatre Devising – Film and TV.

This will be split into two parts:

Written assessment (Multiple choice paper -45 minutes – computer-based)

Practical assessment (Devised performance to be completed during lesson time)

- You will be assessed on your knowledge and understanding of Performing Arts, skills, styles and devising through general theory and knowledge questions relating to drama skills (physical and vocal) techniques, Styles and devising skills.

You will be assessed on your practical work through performing a devised piece of theatre. You will devise your piece in the style of TV presenting, applying appropriate vocal skills and language style to your performance.

Checklist of Revision Topics

- Physical skills – Facial expression, body language, gesture, posture, levels.
- Vocal skills – Pitch, pace, pause, tone, volume, accent, diction, projection
- Drama techniques – Still image, thought-tracking, montage, mark the moment, transitions.
- Musical Theatre style – Singing, Acting, Dancing, exaggeration.
- TV/Film – Naturalistic acting, presenting, autocue, Screen test, script



Musical
Theatre



Drama
techniques



BBC Bitesize
Drama



Drama

Musical Theatre:

A musical is a form of theatrical performance, usually a play or a film in which singing, acting and dancing play an essential and equal part. The story and emotional content of a musical – humour, pathos, love, anger – are communicated through words, music, movement and technical aspects of the entertainment. Musicals developed from light opera in the early 20th century.

In a musical there are leads and members of the chorus. The lead actors play the main characters, responsible for delivering the narrative. The chorus support the action with singing and dancing and usually work together as an ensemble. Some may have small, cameo roles.

The style of acting is usually different to most dramatic theatre, where the audience are very much on the outside of events. In Musical theatre there is more of a sense of acknowledging the audience. Dialogue and action are directed and angled outwards for their benefit. Musical theatre is non-naturalistic by the very convention of bursting into song.

Characterisation is usually larger and less subtle than in dramatic theatre. Interaction with the audience may take place by way of eye contact, facial expression, gestures or direct address. However, main roles often need to be rounded characters that we can believe in, but this depends on the musical.

The whole cast together is called the company. Company numbers (songs) involve everybody and tend to reflect the themes of the piece. Solo songs are used as a dramatic device for the audience to understand more about a character's emotions at a given point in the story.

KEY FEATURES OF MUSICAL THEATRE:

- A combination of singing, dancing and acting
- Catchy Songs
- Large casts
- An extravagant set & costume
- Narrative Structure



TV & Film Acting Skills



Still Image	A frozen picture created by actors using their bodies to show a moment, idea, or relationship in the drama.	Thought Tracking	When an actor in a still image speaks their character's thoughts out loud to reveal feelings or motivations.
Montage	A series of short scenes or images shown one after another to show the passing of time, different events, or developments in the story.	Transitions	The way actors move smoothly from one scene, image, or moment to another without breaking the flow of the performance.
Marking the Moment	Highlighting an important point in the drama by pausing, slowing down, or repeating an action or line to show its significance.	Role-Play	When an actor takes on the role of a character and behaves, speaks, and reacts as that character would in a given situation.

Drama

VOCAL SKILLS

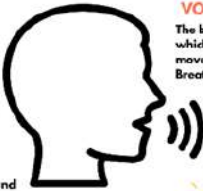
Performers also use a range of vocal skills to convey character, emotion and the subtext of a line.

ACCENT
A particular way of talking and pronouncing words, that is associated with a geographical area or social class.

EMPHASIS
A performer will use volume or intonation to stress a particular word or phrase within a sentence. This can indicate importance, or change the meaning of a line.

PACE
The speed at which lines are delivered.

PAUSE
A pause (or BEAT) is a short break in speech for the voice, eg frightened, dramatic effect.



PITCH
How high or low the voice sounds.

VOCAL QUALITY
The basic sound of the voice - which is influenced by how sound moves through the vocal folds. ie. Breathily, creaky, booming

RESONANCE
The placement of the voice and where the sound resonates, eg in the chest, throat or nose.

VOLUME
How loud or quiet the voice is.

It is important for performers to use **PROJECTION** and **good ARTICULATION** so they be understood by the audience.


PHYSICAL SKILLS

Performers use a range of physical skills to convey a character and their emotions to the audience.

BODY LANGUAGE
The use of posture and stance to convey a character's feelings or personality.

EYE CONTACT
Eye contact, or lack of, can show status and relationship.

QUALITY OF MOVEMENT
eg. Light & Flowing / Sharp & Heavy



FACIAL EXPRESSIONS
The way the face moves to convey an emotional state

GAIT
A person's manner of walking

GESTURE
The way people communicate with their hands or other parts of the body.

SPACE
How performers or items are positioned on stage. (This process is called **BLOCKING**)

PROXEMICS
The distance between performers on stage that shows the relationship between characters.

Key Vocabulary
Facial expression, body language, gesture, posture, levels, Pitch, pace, pause, tone, volume, accent, diction, projection, Still image, thought-tracking, montage, mark the moment, transitions, Musical Theatre, Singing, Acting, Dancing, exaggeration. Film and TV, Naturalistic acting, presenting, autoucue, Screen test, script



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English

'The Odyssey'



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Character	Who They Are	What They Did	Hero or Villain?
Odysseus	King of Ithaca; protagonist	Fights monsters, journeys home	Hero (flawed)
Penelope	Odysseus' wife	Resists suitors, stays loyal	Hero
Telemachus	Odysseus' son	Searches for his father, helps defeat suitors	Hero
Athena	Goddess of wisdom	Guides and protects Odysseus	Heroic ally
Poseidon	God of the sea	Punishes Odysseus for blinding Polyphemus	Villain (antagonist)
Polyphemus (Cyclops)	One-eyed giant	Eats Odysseus' men; traps them	Villain
Circe	Enchantress	Turns men into pigs; later helps Odysseus	Mixed
Calypso	Sea nymph	Keeps Odysseus captive for years	Mixed
Scylla	Six-headed monster	Eats sailors	Villain
Charybdis	Deadly whirlpool	Destroys ships	Villain
The Phaeacians	Seafaring people	Help Odysseus return home	Heroes

Zoom Out in The Odyssey	Explanation	Examples in the Text
Greek Heroism	Heroes were expected to be brave, strong, clever, honourable, and favoured by the gods.	Odysseus shows intelligence, courage, leadership.
Hubris (Excessive Pride)	A dangerous flaw: boasting or defying the gods leads to punishment.	Odysseus taunting the Cyclops causes Poseidon's wrath.
Villains	Often monstrous beings who bring chaos or danger.	Cyclops, Scylla, Circe (initially), the suitors.
Ancient Greek Values	Hospitality, loyalty, bravery, respect for the gods.	Phaeacians' kindness; Penelope's loyalty; Odysseus' sacrifices to the gods.

Language features quiz



The Odyssey follows the journey of Odysseus, a Greek hero returning home after the Trojan War. His voyage is delayed when he angers the sea god Poseidon, leading him far off course. Odysseus and his men encounter many dangers, including the Cyclops Polyphemus, the enchantress Circe, the Sirens, and deadly sea monsters. One by one, his crew is lost, and Odysseus must continue alone. Meanwhile, in Ithaca, his wife Penelope fends off suitors who believe Odysseus will never return, while his son Telemachus searches for news of his father. After many years, Odysseus finally reaches home, where he must defeat the suitors and reclaim his place as king.

English



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Chapter	Brief Summary
1. The Trojan Horse	Odysseus' clever plan ends the Trojan War; he sets sail for home.
2. The Lotus-Eaters	Crew eat lotus flowers and forget home; Odysseus rescues them.
3. The Cyclops	Polyphemus traps them; Odysseus blinds him and escapes, angering Poseidon.
4. Aeolus, Keeper of the Winds	Aeolus gives Odysseus a bag of winds; crew open it and blow themselves off course.
5. The Laestrygonians	Giant cannibals destroy most of the fleet.
6. Circe	Circe turns men into pigs; Odysseus resists her magic and she becomes an ally.
7. The Underworld	Odysseus meets spirits who warn him of dangers ahead.
8. The Sirens	Odysseus listens safely while tied to the mast; crew block their ears.
9. Scylla and Charybdis	Odysseus must choose between two deadly dangers; Scylla kills six men.
10. The Cattle of the Sun God	Crew kill sacred cattle; Zeus destroys their ship.
11. Calypso's Island	Odysseus is trapped for years until the gods order his release.
12. The Phaeacians	Odysseus tells his story; they help him return to Ithaca.
13. Return to Ithaca	Odysseus arrives disguised as a beggar; reunites with Telemachus.
14. The Suitors	Odysseus reveals himself and kills the suitors.
15. Peace Restored	Odysseus and Penelope reunite; Athena restores peace in Ithaca.

S	Clear, relevant statement of opinion is expressed	<ul style="list-style-type: none"> At the beginning of the extract, ... The writer/poet presents/describes/implies/ portrays/ insinuates/suggests/indicates
E*	Concise evidence/reference supports statement	‘...’
I	Inference provides different/sensitive interpretations of evidence	<ul style="list-style-type: none"> This could be / This suggests / This implies This may be This is perhaps because / Audience members may...
Z_i	Student ‘zooms in’ on key evidence [language/method] for further discussion	<ul style="list-style-type: none"> The writer/poet’s specific choice/use of the word/phrase ‘...’ suggests/connotes/implies This could be / may be / might be / could also / is possibly / suggests / implies / perhaps / highlights / creates the idea
Z_o	Student ‘zooms out’ and considers the writer’s world [their intentions and influences] and/or the text as a whole [B/M/E]	<ul style="list-style-type: none"> *Literature Only* Throughout the text/poem This idea/theme/message is repeated throughout the text/poem At the time of writing this text, the writer/poet
E_r	Student considers the effect that the writer is trying to achieve [on thoughts/feelings]	<ul style="list-style-type: none"> Overall, the writer/poet may want us to think about Overall, the writer/poet may be attempting to create feelings of

Theme	Explanation	Where It Appears in the Story
Heroism & Bravery	Odysseus constantly proves himself through courage, leadership, and cleverness.	Fighting the Cyclops, resisting the Sirens, surviving Scylla & Charybdis, returning to Ithaca.
Temptation	Giving in to temptation leads to danger or delay.	Lotus-Eaters; the Sirens; crew opening Aeolus’ bag of winds; Circe’s enchantments.
Justice & Revenge	Wrongs must be punished; justice is often violent.	Odysseus killing the suitors; Poseidon’s revenge for Polyphemus

Food Technology

Core Knowledge: What You Need to Know

Food Safety & Hygiene

Handwashing

Always wash your hands before and after handling food, especially after touching raw meat, using the toilet, or touching your face.



Clean Workstations

Keep surfaces clean and wipe down before and after cooking. Use antibacterial spray and clean cloths.



Cross-Contamination

Never let raw meat touch ready-to-eat foods. Use separate chopping boards and knives for raw



The Danger Zone

Bacteria grow rapidly between 5°C and 63°C. Keep cold food cold (below 5°C) and hot food hot (above 63°C).

Kitchen Safety

Correct Use of Tools

Use the bridge grip for cutting round foods (hold food like a bridge) Use the claw grip to protect your fingers when chopping (curl fingers under) Always cut away from your body Carry knives pointing downwards Use oven gloves when handling hot equipment



Moving Safely in the Kitchen

Walk, don't run. Keep bags and coats away from the cooking area. Tie long hair back.

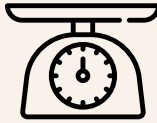
Wear an apron to protect clothing. Clean up spills immediately. Know where the first aid kit is located

Food Technology

Practical Skills: What You Need to Do

Use Kitchen Equipment Safely

Handle knives, peelers, graters, and scales with control. Use the bridge and claw grip when cutting. Operate ovens and hobs safely with supervision.



Follow Recipes and Instructions

Read and follow a step-by-step method. Use correct timing and sequencing. Interpret basic cooking terminology.

Measure and Weigh Accurately

Use digital scales to measure solids and liquids. Measure using teaspoons, tablespoons, and measuring jugs.



Apply Food Hygiene Practices

Wash hands before and after handling food. Clean surfaces and equipment correctly. Store food safely and understand how to reduce contamination.



Prepare Ingredients and Dishes

Combine, shape, and layer ingredients with accuracy. Use basic heat-based methods (e.g. boiling, baking). Present food neatly and safely.



Work Independently and as a Team

Plan and organise a workstation. Manage time effectively in practical tasks. Collaborate with others to share equipment and space.

Kitchen Hazards

Physical Hazards

- Broken glass
- Loose hair
- Jewellery
- Plasters

Chemical Hazards

- Cleaning products
- Detergents
- Bleach

Always store away from food

Biological Hazards

- Bacteria from raw food
- Mould
- Pests

Prevent through good hygiene

Food Technology



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Planning and Evaluation

Writing a Time Plan

A time plan helps you work efficiently and safely in the kitchen. It should include:



Example Time Plan Structure

Time	Instruction	Equipment
0 mins	Wash hands and put on apron. Gather all ingredients and equipment.	Apron, scales
5 mins	Preheat oven to 180°C. Weigh out all dry ingredients.	Oven, scales, bowls
10 mins	Melt butter and sugar in a pan over low heat. Stir continuously.	Pan, wooden spoon
15 mins	Mix melted ingredients with dry ingredients. Pour into tin.	Mixing bowl, baking tin
20 mins	Place in oven. Use oven gloves. Set timer for 25 minutes.	Oven gloves, timer

Evaluating Your Work

After completing a practical task, you should evaluate your work. Consider these questions:

Planning and Preparation

- How did your planning help you?
- What challenges did you face?
- Did you manage your time well?

Practical Skills

- What skills did you use?
- Were you confident with equipment?
- Did you work safely?

Finished Dish

- What did it look like?
- What did it taste like?
- Was it balanced and healthy?

Improvements

- What would you do differently?
- How could you improve flavour or presentation?
- What skill do you want to develop?



Tier 2 Terms: Function, source, prevent, risk, routine, texture, energy, digest, temperature, process, sequence, evaluate, improve

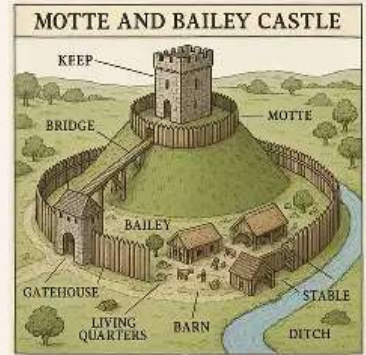
Tier 3 Terms: Carbohydrate, protein, fat, fibre, vitamin, mineral, calcium, cross contamination, danger zone, bacterial growth, melting method, rubbing-in method, roux, legumes, hazard

History

Summary of content learned since September:

Anglo Saxon England

- Who were the Anglo Saxons
- Anglo Saxon society
- Anglo Saxon life
- Contenders to the throne
- Britain before the Battle of Hastings
- Battle of Fulford
- Battle of Stamford Bridge
- The Battle of Hastings



Norman England

- How did William take control of England after the Battle of Hastings
- Motte and Bailey castles
- Stone Keep castles
- How were castles attacked and defended

Medieval England

- The murder of Thomas Becket
- King Henry II
- Life in medieval England
- Crimes and law enforcement
- Trials and punishment



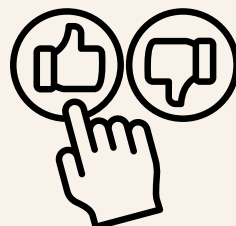
Key Vocabulary:

- Monarch: A king or queen who rules a country.
- Thegn: Lesser nobles, warriors for the king.
- Peasant: Worked part-time for a lord and farmed their own land. Paid rent with money or goods. Could be called to fight in wars.
- Ceort: Owned their own land. Free from weekly lord duties.
- Earl: Most powerful lords, with vast lands. Enforced laws, raised armies, and protected territories.
- Slaves: Not free, owned no land. Worked for their masters, who controlled their lives.
- Feudal system: A way of organising society where the king gave land to nobles in return for loyalty and soldiers.
- Archbishop: A very important church leader in charge of a large area.
- Feigned retreat: A trick where soldiers pretend to run away to trap the enemy.
- Fyrd: The Anglo-Saxon army made up of ordinary men called up to fight.
- Inference: A conclusion you make about the past by using clues.

History

Assessment - Top Tips

- Use PEEL (Point, Evidence, Explain, Link) for longer answers.
- Include dates and names for evidence.
- Explain causes and consequences clearly.
- For 'How far do you agree?' questions:
 - o Give arguments for and against.
 - o End with a balanced conclusion.
- Underline key words in the question to stay focused.



Checklist of Revision Topics:

- Key features of Anglo Saxon life and society
- Contenders to the throne after Edward the Confessor died: Harold Godwinson, Harald Hardrada, William Duke of Normandy
- Key events of the battles of Fulford, Stamford Bridge, and Hastings
- How William took control: feudal system, harrying of the north, building of castles
- Key features of motte and bailey castles and strengths/weaknesses
- Key features of stone keep castles and strengths/weaknesses
- How castles were attacked and defended – catapults, scaling towers, longbows, battering ram
- The murder of Thomas Becket – who Thomas Becket was, his relationship with the King, the reason for his murder and who was responsible
- Key features of medieval houses and society
- Crimes and law enforcement – hue and cry, tithings, court
- Trials and punishments – trial by water, hot iron, combat / mutilation, whipping, stocks and pillory, death sentence



Norman
Conquest



Anglo-
Saxons



Castles



Stone keep
castles



Motte and
Bailey
castles



Crime and
punishment



Thomas
Beckett



Medieval
Society



Videos to support your revision

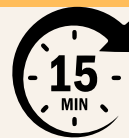


Maths

Our Year 7 assessment will assess how well you have understood the maths topics that you have been taught so far. Our assessment is a mix of questions that would appear in the last few years of learning, including primary.

You will not be allowed to use a calculator in the assessment.

15-minute revision ideas



1. Fix Up 5 tasks in Sparx
2. Practice your number skills, including mental maths, using written methods for multiplication and division, calculating with negatives, fractions, decimals, etc. Learn your prime numbers, square numbers, and cubes.
3. Make flashcards to memorise key facts and information on the following topics. Remember it is always important to test yourself
4. Go to Sparx Independent Practice section of the website and search for a topic from the list below. Watch the video then try the questions. There are a lot of topics here – only select topics that you are unsure what the title means. It is recommended to spend more time on Year 7 revision over previous learning.

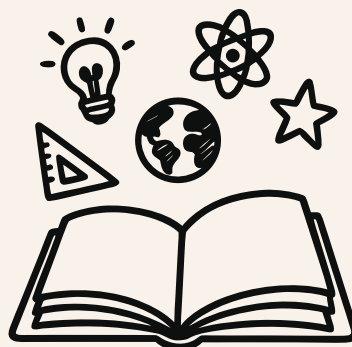
BBC
bitesize
KS3
Maths



Transum
Maths - free
worksheets



Sparx Maths



Maths

<u>Unit 1 - Integers and Number structures</u>	<u>Unit 1 - Integers and Number structures</u>
<p>Adding and subtracting fractions M835 Adding and subtracting mixed numbers M931 Adding and subtracting with negative numbers M106 Adding decimals M429 Adding integers M928 Adding M928, M429 Calculating with negative numbers M106, M288 Calculating with roots and powers M135 Constructing fractions M939 Converting between fractions and decimals M958 Converting between fractions, decimals percentages M264 Converting mixed numbers and improper fractions M601 Converting fractions to recurring decimals M922 Dividing fractions M110 Dividing M354, M262, M491 Dividing numbers into equal groups M462 Dividing with mixed numbers M265 Dividing with remainder M873 Estimating calculations M878 Finding equivalent fractions M410 Finding error intervals M730 Finding factors and using divisibility tests M823 Finding fractions of shapes M158 Finding original values in percentage calculations M528 Finding percentages of amounts with a calculator M905 Finding percentages of amounts without a calculator M437 Finding prime numbers M322 Finding the HCF and LCM using prime factors M365 Finding the highest common factor M698 Finding the lowest common multiple M227 Finding the lowest common multiple M823 Fractions of amounts with a calculator M684 Fractions of amounts without a calculator M695</p>	<p>Adding and subtracting fractions M835 Adding and subtracting mixed numbers M931 Adding and subtracting with negative numbers M106 Adding decimals M429 Adding integers M928 Adding M928, M429 Calculating with negative numbers M106, M288 Calculating with roots and powers M135 Constructing fractions M939 Converting between fractions and decimals M958 Converting between fractions, decimals percentages M264 Converting mixed numbers and improper fractions M601 Converting fractions to recurring decimals M922 Dividing fractions M110 Dividing M354, M262, M491 Dividing numbers into equal groups M462 Dividing with mixed numbers M265 Dividing with remainder M873 Estimating calculations M878 Finding equivalent fractions M410 Finding error intervals M730 Finding factors and using divisibility tests M823 Finding fractions of shapes M158 Finding original values in percentage calculations M528 Finding percentages of amounts with a calculator M905 Finding percentages of amounts without a calculator M437 Finding prime numbers M322 Finding the HCF and LCM using prime factors M365 Finding the highest common factor M698 Finding the lowest common multiple M227 Finding the lowest common multiple M823 Fractions of amounts with a calculator M684 Fractions of amounts without a calculator M695</p>
<u>Unit 2 - Introduction to Algebra</u>	<u>Unit 3 - Measurement</u>
<p>Algebraic notation M813 Algebraic terminology M830 Simplifying expressions containing a single variable M795 Simplifying expressions containing multiple variables M531 Simplifying expressions containing non-linear terms M949 Substituting into expressions with one operation M417 Substituting into expressions with multiple operations M327 Substituting into algebraic formulae M208 Substituting into real-life formulae M979 Expanding single brackets M237 Expanding single brackets and simplifying expressions M792 Factorising into one bracket M100 Expanding double brackets M960 Solving equations with one step M707 Solving equations of the form $ax+b=c$ M634 Solving equations of the form $x/a+b=c$ M647</p>	<p>Line properties M814 Shape properties M276 Symmetry M523 Estimating angles M541 Measuring angles M780 Drawing angles M331 Angles on a line and about a point M818 Vertically opposite angles M163 Angles in triangles M351 Converting units of time M515 Using clocks M892 Calculating with time M627 Using timetables M963 Using calendars M747 Estimating and measuring length, mass and capacity M828 Converting units of length, mass and capacity M774 Financial terminology and calculations M901 Using appropriate units M487</p>

Music

Your Year 7 assessment will focus on the topic of Exploring Effective Keyboard Performance Techniques.

This will be split into two parts:

Written assessment (Multiple choice paper -45 minutes – computer-based)

Practical assessment (performances to be completed during in lesson time)

- You will be assessed on your knowledge and understanding of music through general theory and knowledge questions relating to the keyboard instrument and the elements of music, such as navigating basic keyboard functions, establish good playing routines, layout of the keyboard, knowledge about other keyboard type instruments, and basic treble clef staff notation work.

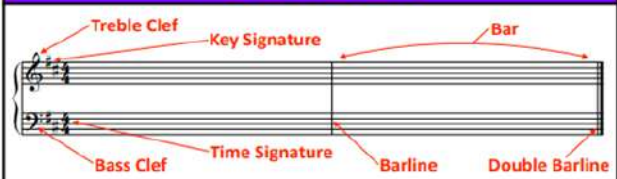
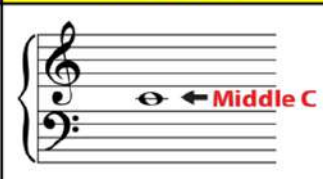
You will be assessed on your practical work through performing set pieces of keyboard music, demonstrating build instrument specific skills, understanding of reading and following music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.

Checklist of revision topics:

- Basic understanding of musical notation such as treble clef staff notation. The Elements of Music
- Instrument identification through listening and appraising. What is the layout of the keyboard?
- Understand the concept of piano fingering (1-5).

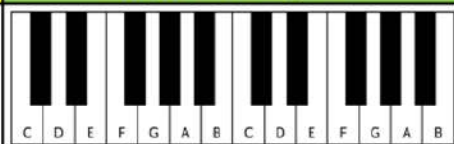
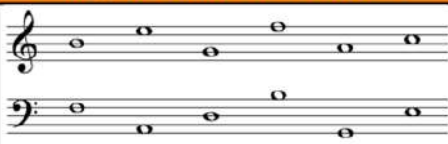
Key Vocabulary

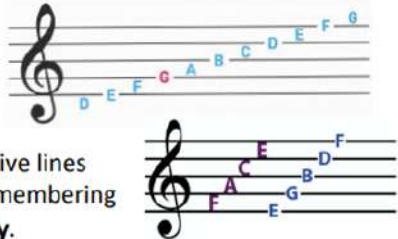
Layout of a Piano/Keyboard, Treble Clef, Notation, Stave, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, “Middle C”.

The Grand Stave	Middle C
 <p>Labels in diagram: Treble Clef, Key Signature, Bar, Bass Clef, Time Signature, Barline, Double Barline.</p>	 <p>Label in diagram: Middle C.</p>



Music

Keyboard Layout	Can you name these notes?
 <p>C is to the left of the two black keys.</p>	 <p>Practice writing notes on a staff too!</p>

The Treble Clef	
<p>A clef is written at the start of every staff to show how the letter names of notes fit on the lines and spaces.</p>	
<p>The treble clef is used for higher notes.</p>	
<p>The notes in the four spaces spell FACE, reading up from the bottom. Some people like to learn the names of the notes on the five lines (EGBDF, reading up from the bottom) by remembering a sentence such as Every Good Bird Does Fly.</p>	

Tips for Success

Written Assessment Tips:

- Read each question carefully before answering.
- Take your time and think through your responses.
- If you're unsure of an answer, make an educated guess – don't leave any questions blank.
- Watch any provided videos more than once to fully understand the content before responding.

Practical Assessment Tips:

- Use your rehearsal time wisely – plan and manage your time effectively.
 - Work collaboratively by listening to and giving respectful feedback to your peers.
 - Make sure your performance includes all the success criteria.
- If you make a mistake during your performance, keep going – don't stop.

BBC
Bitesize
Music



Elements
of Music



Identify
instruments



PE

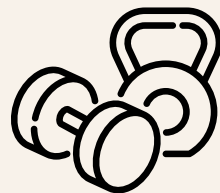
Your PE Assessment – What You Need to Know!

- Format: 20 multiple-choice questions
- Time: 30 minutes
- Where: On a computer

Checklist of revision topics:

You'll be tested on topics we've learned over the year, including:

- Warm-Up & Cool-Down: Why they're important and how to do them safely
- Major Muscle Groups: Know the names and where they are
- Components of Fitness: Which ones are needed for different sports
- Fitness Testing: How to test each component (e.g., flexibility, strength, endurance)
- Skills, Rules & Regulations: For the sports we've studied



Key Vocabulary

Rule, regulation, teaching point, muscles, pulse raiser, mobilisation, dynamic stretching, fitness tests, components of fitness. Strength, speed, power, agility, reaction time, balance, flexibility, body composition, coordination, cardiovascular endurance.

PE

Tips for Success

- Please make sure that you read the question at least 3 times
- Ensure that you answer all questions
- For some questions you have to give more than one answer, therefore please look at the marks awarded.

Definition – A short description of what something means.

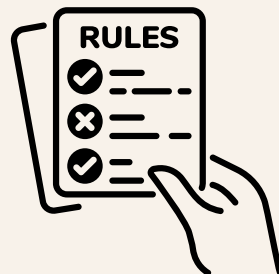
Example: Reaction time is how quickly you respond to a stimulus, like a starting gun or a ball coming towards you.

Rule – Something you must follow when playing a sport.

Example: In football, you cannot use your hands unless you are the goalkeeper.

Teaching Point – A tip or key detail to help you perform a skill correctly.

Example: Bend your knees when shooting in basketball or follow through when passing in football.



Components of fitness



Warm up and cool down



Fitness



Warm up and cool down 2



Muscle locations



Football rules



Basketball rules



Netball rules



PSHE

Content learned since September:

Keeping safe and first aid

- How to keep safe when travelling independently and being online.
- Considering strategies for building friendships.
- Looking at how to manage emotions, particularly anxious feelings

Bullying

- Maintaining friendships
- The power of words and kindness
- Managing friendship fallouts
- Identifying what constitutes bullying.
- Looking at the different people involved in bullying.
- Peer pressure

Childline



NPSCC



Anti-Bullying



First Aid



Checklist of revision topics

- First aid procedures – burns, choking, nose bleeds, fainting, allergic reaction
- Primary survey – What hazards to look for when you are on the scene of an accident
- Bullying and the consequences – including the
- Travelling safely
- Online safety
- Self- esteem
- Peer pressure



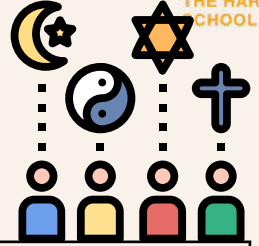
Key vocabulary:

- First aid - help given to a sick or injured person until full medical treatment is available.
- Resilience - The ability to bounce back from difficult experiences and continue to move forwards. Being flexible in your ability to solve problems.
- Wellbeing - The state of being comfortable, healthy or happy.
- Safety - Being protected from harm, either from other people or by accidents.
- Bystander -A person who sees someone else who needs help, but they do nothing.
- Self-esteem – how you feel about yourself/your overall opinion of yourself
- Peer pressure - influence from members of your peer group.

RE



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Summary of content learned in Y7:

- The six major religions overview
- Jewish Festivals
- Muslim Festivals
- Hindu Festivals

Key Word	Definition
Worship	Showing love, devotion, or respect to God or a sacred being.
Sacred	Something holy, special, or deeply important in a religion.
Scripture	A holy book or sacred writing of a religion.
Four Noble Truths	Buddhism's key teachings about suffering and how to overcome it.
Five Ks	Five symbols worn by Sikhs to show their faith.
Festival	A special religious celebration or event where people come together to remember an important story, person, or belief.
Founder	The person who began or established a religion or important movement.
Symbolise	To represent or stand for an idea, belief, or meaning (e.g., a cross symbolises Christianity)

Tips for Success

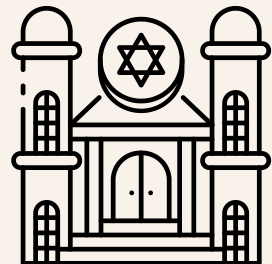
- For all 2 mark questions, use this structure:
- These questions ask you to explain something.
- Give two facts, reasons or beliefs.
- For each one, explain why it is important/relevant.
- For all 4 and 5 mark questions, use these structure: Point, Evidence, Explain (P.E.E.)
- Point: Say clearly what you believe or what the teaching is.
- Evidence: Give a quote or example from a teaching.
- Explain: Say why this is important or how your evidence supports your point.
- Remember to be clear about which religion you are referencing in all your answers!

RE



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	Christianity	Islam	Judaism	Hinduism	Buddhism	Sikhism
Followers	Christians	Muslims	Jews	Hindus	Buddhists	Sikhs
Holy Book	Bible	Qur'an	Torah	Vedas	Tripitaka	Guru Granth Sahib
Place of Worship	Church	Mosque	Synagogue	Mandir (Temple)	Temple/ Vihara	Gurdwara
Key Gods/Beliefs	One God (Holy Tirnity)	One God (Allah)	One God (Adonai)	Many Gods (Brahma, Vishnu, Shiva)	No creator God - Enlightenment	One God
Festivals	Christmas, Easter	Ramadan, Eid	Passover, Yom Kippur	Diwali, Holi	Vesak	Vaisakhi, Gurpurabs
Founder	Jesus Christ	Prophet Muhammad	Abraham	No single founder	Siddartha Gautama	Guru Nanak
Age of Religion	Approx. 2000 years	Approx. 1400 years	Approx. 4000 years	4000+ years	Approx. 2500 years	Approx. 500 years
Symbol	Cross	Crescent and Star	Star of David	Om	Dharma Wheel	Khanda



Science



Content learnt since September:

- Introduction to science
- Ecosystems
- Foundations of chemistry
- Introduction to physics
- Cells and movement

Revision Topics:

Introduction to science

- Health and Safety
- Hazard Symbols
- Reading data
- Graph Skills



Ecosystems

- Prey predator relationships
- Food webs and chains
- Bioaccumulation
- Biodiversity



Foundations of chemistry

- Atoms and particles
- States of matter
- Chemical Formulae
- Compounds, elements and mixtures



Introduction to physics

- Action reaction forces
- Contact and non – contact forces
- Mass and Weight
- Elastic forces



Cells and movement

- Animal and plant cells



Tips for Success



1. Test Yourself – Use flashcards or quizzes to practise key terms and definitions.
2. Use Diagrams – Draw and label pictures like cells, circuits, or the digestive system.
3. Revise Little and Often – Study for 20–30 minutes, then take short breaks.
4. Practise Questions – Answer past paper or workbook questions using full sentences.
5. Link to Real Life – Connect topics to everyday examples like diet, forces, or energy.

Science



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Key Vocabulary:

<p>Introduction to Science</p> <p>Risk Precaution Hazard Data Mean Bar Chart Line graph Lin of Best fit Anomaly</p>	<p>Ecosystems</p> <p>Interdependence Ecosystem Competition Predator Prey Producer Consumer Decomposer Bioaccumulation Food Chain</p>	<p>Cells and Movement</p> <p>Cell Organelle Nucleus Cell Membrane Mitochondria Cell wall Chloroplast Cytoplasm Vacuole</p>
<p>Foundations of Chemistry</p> <p>Atom Proton Electron Element Molecule Compound Mixture Element Compound Chemical Formula Reactant Product Conservation of mass</p>	<p>Introduction to Physics</p> <p>Force Contact force Non-contact force Resultant force Balanced forces Unbalanced forces Gravity Mass Weight Work done Energy</p>	 

Spanish



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<p>los lunes <i>on Mondays</i></p> <p>los martes <i>on Tuesdays</i></p> <p>los miércoles <i>on Wednesdays</i></p> <p>los jueves <i>on Thursdays</i></p> <p>los viernes <i>on Fridays</i></p> <p>los sábados <i>on Saturdays</i></p> <p>los domingos <i>on Sundays</i></p>	<p>estudio <i>I study</i></p> <p>estudiamos <i>We study</i></p> <p>no estudio <i>I don't study</i></p> <p>no estudiamos <i>We don't study</i></p> <p>me gustaría estudiar <i>I would like to study</i></p>	<p>dibujo <i>Art</i></p> <p>inglés <i>English</i></p> <p>educación física <i>PE</i></p> <p>música <i>Music</i></p> <p>francés <i>French</i></p> <p>español <i>Spanish</i></p> <p>alemán <i>German</i></p>
<p>y <i>and</i></p>	<p>religión <i>RE</i></p> <p>geografía <i>Geography</i></p> <p>historia <i>History</i></p> <p>tecnología <i>Tech</i></p> <p>informática <i>ICT</i></p> <p>matemáticas <i>Maths</i></p> <p>ciencias <i>Science</i></p>	

Spanish



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<p>el lunes Monday</p> <p>el martes Tuesday</p> <p>el miércoles Wednesday</p> <p>el jueves Thursday</p> <p>el viernes Friday</p>	<p>porque because</p> <p>ya que since</p> <p>dado que given that</p> <p>puesto que since</p>	<p>por la mañana tengo una clase de ... in the morning i have a Class</p> <p>por la mañana tenemos una clase de in the morning we have a Class</p> <p>por la tarde tengo una clase de ... in the afternoon i have a ... class</p> <p>por la tarde tenemos una clase de ... in the afternoon we have a ... class</p> <p>(no) tengo una clase de ... I (don't) have a ... class</p> <p>(no) tenemos una clase de ... We (don't) have a ... class</p>
<p>Mi día favorito es My favourite day is</p>	<p>Me encanta I love</p> <p>Me gusta mucho I really like</p> <p>Me gusta I like</p> <p>No me gusta I don't like</p> <p>No me gusta nada I don't like at all</p> <p>Prefiero I prefer</p> <p>Odio I hate</p> <p>No aguanto I can't stand</p> <p>Siempre me ha gustado I have always liked</p>	



THE HART
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WE CAN . WE WILL. WE DO